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ABSTRACT

Compiled from papers presented at the annual Reading/Special Education Institute at Fordham University, this collection of essays addresses reading problems of special education students. The book is divided into three sections. The first section covers reading assessment and reading intervention; section 2 addresses the specific learner and the reading task; and the third section deals with specific programs for the special learner. Chapters and their authors are as follows: (1) "Theories for Intervention in Reading" (Janet W. Lerner); (2) "A Cognitive Adaptational Interpretation of Reading Disability" (Carl Bereiter); (3) "Ecological Approaches in Reading Assessment" (Corinne Roth Smith); (4) "Prevention of Reading Problems" (Rosa A. Hagin); (5) "The Development of Oral Language and Reading" (Sharon L. James); (6) "Mediating: An Important Role for the Reading Teacher" (Marilyn Cochran-Smith); (7) "Spontaneous and Natural Reading for Daily Living: Implications for the Special Learner" (Carolyn N. Hedley); (8) "Comprehension Strategies for Special Learners" (Patricia A. Antonacci); (9) "A Specific Reading Program for the Nonreader in the Special Education Classroom" (Betty Van Witsen); (10) "The Making of a Writer as a Maker of Worlds" (Janet Emig); (11) "Using Microcomputers to Teach Reading, Writing, and Spelling to the Special Child" (John S. Hicks); and (12) "Learning with QUILL: Lessons for Students, Teachers and Software Designers" (Andee Rubin and Bertram C. Bruce.) (MM)

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